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ABSTRACT

The annotated bibliography lists 111 entries of selected educational materials from Pakistan covering the period from January through March 1972. Entries are listed alphabetically by author under the following thirty-one categories; 1) administrative, organization and financing of education; 2) agricultural education; 3) childhood education; 4) curriculum; 5) development of education; 6) education goals; 7) education planning; 8) education reforms; 9) elementary secondary education; 10) examinations; 11) higher education; 12) Islamic education; 13) teaching of languages; 14) libraries; 15) literacy; 16) literature for children; 17) medical education; 18) philosophy of education; 19) professional education; 20) psychology; 21) science education; 22) sociology; 23) special education; 24) students' problems; 25) teachers; 26) teaching methods and media; 27) technical education; 28) textbooks; 29) women's education; 30) general; 31) teacher education. An author index is also provided. Related documents are as follows: ED 074 845-47; SO 006 748. (RM)

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SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS IN PAKISTAN

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ADMINISTRATION, ORGANISATION, AND FINANCING OF EDUCATION

1. AWAN, Mohammad Amir. Educational Poverty --- Pakistan Times (Lahore) February 29, 1972.

Poverty cannot be abolished without first abolishing ignorance, industrializing the economy and boosting agricultural output. The new education policy aims at ensuring equal access to education to all citizens. In this connection it is pointed out that attention should be given to the educational needs of the people in backward areas like the Soan Valley. There are only two high schools, one for boys and another for girls, which cater to the educational needs of the children of 26 villages. With the new government now in office, the poor children of the Soan Valley have reason to hope that at least two Intermediate Colleges, one each for boys and girls, will be opened at Mardwal or Noushera. Moreover, emphasis should be shifted from more primarey schools to secondary and higher secondary schools. We should not lose sight of quality education in our zeal to educate as many persons as possible.

2. KHAN, Anwar Khalil. Improving Effectiveness of Educational Administration --- Jamia Educational Quarterly (Karachi) XIII(1): 20-30. January 1972.

The basic educational reforms we should introduce need a dynamic approach not only on the part of teachers, but also on the part of the educational administrators. Unfortunately, the education administration in our country has acquired a fixed and stereo-typed outlook. This has adversely affected the efficiency and effectiveness of the educational organization.

Bureaucratic approach is the very negation of educational administration. We have to build up new traditions and humanize the educational administrative machinery from top to bottom. The bureaucratic approach to education obscures not only the needs of the child, but also the human and cultural problems with which the educator is supposed to grapple.

Only an elastic and dynamic system of education can provide the conditions needed to encourage initiative, experimentation and creativity among teachers. The policy makers and administrators should learn to delegate authority, to trust teachers, to involve them in the decision-making process, to encourage the capacity for leadership among them, and to treat each school as a developing personality by itself.

3. MALIK, Fateh Mohammad. Sadar Moallim Ki Khussiyaat(The Qualities of a Headmaster) --- Ta'aleem-o-Tehqiq (Lahore) 1 (4): 110-115. 1969 (U).

The importance of the role of headmaster in a school cannot be overemphasized. He is the person who is responsible for the organization of the entire teaching complex of the school. The prime responsibility of the headmaster is to create congeneal atmosphere in the school for smooth and effective teaching. Sound management, provision of necessary material, good relations with education department, and welfare of teachers matter little if the main objective of effective teaching is not achieved.

Many teachers do not take pains to make full use of their talents. The headmaster should give special attention to this important fact. The scope of his activities is quite large and he is the main person on whom depends the standard of education in the school. A number of suggestions have been put forward for benefit of the headmaster about running the school smoothly and achieving the goal of sound education.

4. MIRZA, Munawwar S. A Study of the Divisional Inspectorate for Girls' School of Lahore Division --- Bulletin of Education and Research (Lahore) 8(3): 42-57. 1969.

Very few research studies in the administration of educational institutions are available in Pakistan. Such studies can be very useful from the theoretical as well as practical point of view. The present study describes the functions, size, and scope of the work of the Divisional Inspectorate of Girls' Schools, Lahore Division. The specific objectives of the study are enumerated.

This study is based on the available literature surveys and interviews. The statistical data were analyzed and arranged in tabular form; inter-type and inter-level comparisons of schools were made for which simple percentages were computed; and simple average was also used. Major findings are discussed briefly and data are analyzed in a discussion. In the end recommendations have been made for further research program in the field to get a more comprehensive view of education and administration.

5. Private Schools --- Pakistan Times (Lahore) January 3, 1972.

The People's Government intends to carry out extensive and radical reforms in the field of education. The writer has drawn the attention of the Government of Punjab to some of the iiregularities that are being committed by the managements of private schools with the full cooperation of the Provincial Education Department. The managing bodies of most of these schools are bogus, set up only to hoodwink the Government and obtain heavy grants-in-aid from the government. Even the posh English-medium schools are not free from this malady. The teachers have no representation in the management and no say in the affairs of these institutions. Consequently, the managements are left free to manipulate expenditure and income and embezzle large amounts including the Government grants-in-aid. Teachers are not paid according to the scales of pay and allowances fixed by the Government. Teachers are hired and fired at the whim of the managements. So long as the composition of the managing bodies remains unchanged, no improvement can be made in the working of the privately-managed schools.

AGRICULTURAL EDUCATION

6. QAIMKHANI, Shabbir Ahmad. Agricultural Education --- DAWN (Karachi) February 22, 1972.

About 80 per cent of the population of Pakistan lives in villages and is engaged in agriculture, which is the mainstay of our economy. But almost the entire rural population is illiterate and ignorant of the modern methods of farming.

So far, the object of our educational system has been to produce clerks who, of course, have no place in our rural communities. But now the pressures of modern life are slowly awakening us to the need of a revolutionary change in the system of education, and there is a growing realization that even agricultural development ultimately depends on the development of science and technology. Therefore agriculture should be given top priority and incorporated as a compulsory subject in all high and middle schools. A large number of agriculture graduates should be recruited and trained in the education department and posted in every rural middle and high school in the country. The administrative structure in education should also be reorganized to make education agriculture-oriented.

CHILDHOOD EDUCATION

7. QAZI, Abdul Qayyum. Bachchey Ki Sahi Tarbiyat-o-Ta'aleem Walidein Ki Ahem Zimmedari (Education and Training of the Child - An Important Responsibility of Parents) --- Ta'aleem-o-Tehqiq (Lahore) 1(4): 96-99.1969 (U).

A child starts learning since his birth and the process of learning quickens with his age. Before reaching the school age he learns a lot. This is a very important period for his education. It is the time when the child's mind readily accepts everything presented to his senses. A healthy environment with proper care and training by the parents will help in the correct upbringing of the child. Parents should not only create in him an interest in reading and writing, but also keep a close watch on his physical and moral development.

A child leanrs by what he sees his parents do, and not by hearing what they preach. It is the parents who should exercise self-descipline if they want to bring up a disciplined child. The child's mind is very sensitive at this stage, and he is soon upset if the atmosphere in home is not peaceful and pleasant.

CURRICULUM

8. Nisab-e-Ta'aleem Kay Barey Mein Mahireen-e-Ta'aleem Ki A'ra (The Opinions of Educationists on Curriculum) --- Imroz (Lahore) 21st October 1971 (U).

The present educational setup turns out only workers for government offices and does not take care of the needs and aspirations of the people. The so-called educated man of today is of no use to the nation. He is neither a good Muslim, nor a worthy citizen. Education is a social act, and the school a social organization for the fulfilment of the needs of the society.

An important question is: how far our curriculum serves the needs of the society. This question was put before the eminent educationists, and their opinions are placed here. The majority is of the opinion that the present curriculum is out of date and useless and, if continued, it will do more harm than good to our society. Some suggestions have been put forward for the improvement of the present curriculum.

9. ZAFAR, M. Iqbal. National Curriculum --- Ta'aleem-o-Tehqiq (Lahore) 1(3): 27-32. 1969.

Curriculum is defined from the operational point of view. It may be local, regional, provincial, or national. During the Muslim rule in India each school had the freedom to plan its own curriculum. The British administration replaced this practice with the system of provincial/state/ regional curriculum which Pakistan inherited in 1947. On the recommendation of the National Commission on Education, in 1961 Pakistan moved from regional/provincial curriculum to national curriculum for class I through XII.

Since 1961 a tussle has been going on between those who favor the system of national curriculum and those who favor provincial and regional curriculum. Recently the curriculum again became provincial and regional. The writer has discussed in detail the benefits and defects of national curriculum for schools and shown how its adverse effects can be minimized.

10. ZIA, Mohammad Arif. Our Curriculum and the Changing Trends of Society --- Ta'aleem-o-Tehqiq (Lahore) 1 (3): 37-44. 1969.

We live in a complex and ever-changing world. Changes are taking place so rapidly that it is very difficult to evaluate their usefulness for the education of the new generation. Since values and ideas differ from community to community, it is necessary for a curriculum to have its roots in the social, cultural, and ideological elements of the community, such as its economic structure, beliefs, ideals, ways of thinking, and social setup. A good curriculum is dynamic and ever-changing. It is always modified according to the changing pattern of society.

A brief survey is given of the curriculum development in Pakistan. It was in 1959 that some changes were effected in the curriculum to meet the changing needs of our society. The National Commission on Education pointed out the direction to be followed for a better and suitable education.

The Commission's recommendations have been critically examined together with the extent of implementation of its recommendations. There is a review of the social changes in Pakistan, as also some suggestions for necessary changes in curriculum.

DEVELOPMENT OF EDUCATION

11. SAFA, M.N. Educational Expansion in East Pakistan --- Pakistan Educational Review (Islamabad) Issue No.9: 119-130. January 1972.

The need for the reorganization and reorientation of the existing system of education in Pakistan had been felt from the very beginning. The various conferences, commissions, and educational bodies made comprehensive recommendations for the development of education. Efforts were made to effect improvements, but the success achieved was insignificant. The finances needed for the full expansion of the educational program were not available, and it was not until 1960 that education was accepted as an investment.

In the article, attempt is made to present the educational development of East Pakistan during 1958-68 in the field of primary, secondary, higher, technical, and teacher education. The progress under this period is quite substantial, and the most gratifying achievement of the period is that a foundation has been laid to build upon.

EDUCATION GOALS

12. PIRZADA, Abdul Hafiz. Inaugural Address at the Meeting of Teachers' and Students' Representatives --- Pakistan Educational Review (Islamabad) Issue No.9: 1-8. January 1972.

So far, our experience in the field of education is very bitter. When the country needed progress in educational policies, the past regimes favored retrogressive system of education. Education, which is the birth-right of every citizen, was restricted to the privileged few. Commercialization and exploitation of education have left a deep scar on our society.

To face the hard realities of life, to appreciate objective requirements of modern nation, and, above all, to embark upon a creative course in life, every individual needs proper education. This task cannot be undertaken by our institutions under the present system.

The aims and goals in the field of education have to be: 1) building up national cohesion; 2) abolition of illiteracy; 3) equality of access to education; 4) making education relevant to national needs; 5) facilities for higher education; 6) guarantee of academic freedom; 7) elevation of the status of teachers; 8) improvement of academic standards; 9) mobilization of the youth for nation-building. Measures to achieve the desired goals are discussed.

13. RAHMANI, Anjum. Pakistan Ka Nizam-e-Ta'aleem Kaisa Hona Chahiey (How should be the System of Education in Pakistan) --- Ta'aleem-o-Tehqiq (Lahore) 1(3): 47-53. 1969 (U).

The system of education in the country is the same old system that was devised by Macaulay and is serving the same old purpose of producing clerks, but on a larger scale. It is useless for a free and independent Pakistan. Some of its defects are: (1) Its planning is unrealistic. (2) It curbs rather than creates originality in the students. (3) It discourages class equality. (4) It ignores the moral side of education. (5) It does not provide for the respect and well being of the teachers (6) It has no place for the national language as the medium of instruction.

We have to bring about changes in this educational setup if we wish to provide education suitable for national needs and aspirations. The new system should have the following objectives: (1) It should cultivate moral values; (2) It should foster the spirit of nationalism in the citizens. (3) It should enhance the status and prestige of teachers. (4) It should lay emphasis on technical education. (5) It should conform to the social and economic system of the country. (6) It should make the citizens good Muslims. These suggestions would be useless if they are not put into practice.

14. SHIRAZI, Syed Asghar Ali. Hamara Nizam-e-Ta'aleem Kiya Hona Chahiye (What Should Be Our Educational System) --- Dehqaan (Lahore) 1(3): 10-11. September 1971 (U).

It is true that our system of education was evolved to serve the interests of our British masters. Although the last 24 years have seen many changes in the field of education, none of the changes has proved practically useful to the common man.

The educational policies of the country do not satisfy the economic needs of the people. The biggest problem of the country is agriculture, which is the source of livelihood for 85 per cent of our population. Still there is nothing for the ordinary peasants in our educational scheme. We have to change not only our educational system but also the entire economic system so as to give our peasants a fair share in the wealth of the country. The change in the economic system should also make the education peasant-oriented. We can never be called educated if our peasantry is not well educated.

15. USMAN, Mohammad. Naya Nizam-e-Ta'aleem-Bunyadi Masayel (New System of Education - Basic Problems) --- Imroz (Lahore) February 16, 1972 (U).

Even after twenty-four years of trial and error, we have not succeeded in solving any of the major problems of education in the country. We started with no clear idea of our national objectives, nor did we have a list of priorities for achievement. This is why all our schemes of national education have failed one after the other.

The following suggestions may be helpful in drawing up a plan for education that should be to the collective good of the nation and its citizens: (1) First of all, national objectives should be determined clearly and with care. (2) Modern scientific methods should be adopted for training the teachers in sufficient numbers, so that they may apply themselves to the task of educating an entire nation. (3) Special attention should be paid to the training of primary school teachers, who are now the most neglected of the class. (4) New syllabii should be prepared after exhaustive research with the ultimate view to gaining a respectable place for Pakistan in the comity of advanced nations of the world.

EDUCATION PLANNING

16. IBRAHIM, M. Education Policy --- DAWN (Karachi) January 22, 1972.

The present Education Minister has stated that a new education policy will be announced shortly. Whatever the education policy, the underlying principle must be that every educational edifice, every educational administrator, and every employee is there for the sake of students and their education.

The attitude of the administrators is typically bureaucratic. Change in this attitude is the first requirement. Next comes the class of teachers, right from the University to the primary schools. A teacher is one who is qualified in his field of knowledge and takes seriously his function of transmitting knowledge to the students under his care. The students, in their turn, must sincerely accept their own position, which is simply that of a seeker of knowledge.

The misuse of educational funds is another evil. Vast sums are spent on constructing school buildings, but very little attention is paid to the provision of equipment, laboratories, and libraries. Foreign assistance and scholarships are frittered away by uncoordinated utilization or no utilization at all.

17. Education Policy --- Pakistan Times(Lahore) January 11, 1972.

The Government has decided to announce a new Education Policy for the country. It is now hoped that talented teachers will be entrusted with higher responsibilities to play a constructive role in the task of nation-building. Highly qualified teachers have already suffered a lot in the Education Department because of obscurantist rules and regulations governing recruitment and promotion. Unfortunately, merit has always been sacrificed to expediency and mediocrity. A number of highly educated persons have left the country in search of employment abroad. It is a pity that even the Chief Scientific Adviser to the President is serving in a foreign country. The Punjab Professor Association and other bodies have repeatedly brought this important issue to the notice of the Government, but nothing has been done about it so far. The rights of talented teachers and highly qualified lecturers and Professors serving in the Punjab Government College have been ignored for long, and it is high time the Education Secretariate reoriented its thinking and adjusted itself to the needs of a developing country in which the education sector has to play a significant and constructive role.

18. MAHMOOD, Rumana. Education Policy --- Pakistan Times(Lahore) March 15, 1972.

The greatest flaw in our educational system and method of teaching is that the all emphasis is laid on memorizing and none on comprehension. This kills all initiative and sense of research in the students. So we have to change this system of examination. A paper of 3 or 4 hours' duration with a 200 per cent choice is no criterion for judging a student's knowledge and understanding of a subject. Instead, a student's progress and proficiency over the whole year should be taken into account and this can be done by holding monthly tests. The form of question paper should also be changed. The kind of questions that are at present asked, encourage cramming. Instead of asking only 10 or 12 questions on the entire course, a hundred or even more should be set, and no choice should be allowed. Students must also be taught dignity

of labor and made to work for their country's welfare in the fields, factories and streets, along the common workers, for, say, a month during the summer vacation. This should be laid down as a compulsary practice from the primary to the university levels.

19. SIDDIQI, Monawarul Islam. Ibtedai, Sanvi AurAa'la Ta'aleemi Madarej-Aham Tajawees (Primary, Secondary and Higher Educational Stages - Important Suggestions) --- JANG (Karachi) January 6, 1972 (U).

Here are a few important suggestions that should be kept in mind while formulating a new education Policy: (1) All private and government educational institutions should be subject to the guidance and control of semi-government institutions. (2) Education boards for primary and secondary education should be constituted on district level, so that they may pay full attention to the local needs. (3) All public schools, whether private or government managed, should be closed. All Pakistani children should be educated in common social environment. (4) Traditional education should be replaced by technical and vocational education. (5) Education should first be made free and then gradually compulsory till Matric. (6) The universities and other educational institutions should pay more attention to scientific and technical subjects. (7) Educational institutions should foster respect for labor in the youth. (8) Higher education should be restricted only to talented students to avoid waste of national wealth, time, and energy. (9) A national transport system should be introduced for picking up and dropping the students at nominal rates. (10) Textbooks should be supplied to students on subsidized prices. (11) Service conditions of teachers, particularly of those belonging to primary and secondary schools, should be revised. (12) The number oftextbooks for primary schools should be minimized. (13) Education at college level should be limited to scientific and vocational fields. (14) The present system of examination should be changed. (15) Quota and domicile restrictions should be removed so far as education is concerned.

20. RIZVI, Ali Mahdi. Education: New Planning --- DAWN (Karachi) January 30, 1972.

The decision of the new Education Minister to extend free education from primary to the matriculation stage is a move in the right direction. It will, of course, be a big burden on the government at present. The Government may, on the one hand, reduce the fees of the primary and secondary schools, and on the other hand raise its own annual allocations for education. All the existing primary and lower secondary schools should be upgraded to secondary schools with its own kindergarten classes.

The expanded schools should bring us three-fold benefits. Firstly, they will absorb three times the number of students they now accommodate. Secondly, in the time-table of the expanded schools, where primary, lower secondary, and secondary teachers work together, the primary stage children are sure to benefit from the teaching of the better qualified lower secondary and secondary teachers. Thirdly, the lesser qualified primary teachers will stand to gain from their contact with their higher qualified collegues.

EDUCATION REFORMS

21. ALI, Masood. Education Reforms --- Pakistan Times(Lahore) January 18, 1972.

Government proposals about education reforms have been obtained by the Education Minister, and several newspapers have already commented on the proposed educational policy. I want to point out one fundamental error committed by all the previous governments in this matter. In our desire to accelerate economic growth, we have put much emphasis on science and technology and neglected social sciences. The social consequences of economic development have received little attention in our development planning. If we continue economic development with the existing attitudes, we shall reach a stage where we shall have a dire shortage of people trained in social sciences and capable of dealing with social problems which have, in other countries, inevitably followed the advancement of science and technology. For instance, Geography has been badly ignored in our country. In many countries Geography has been used to sort out problems of location and resource utilization. Similarly, all other social sciences play a very useful role in many spheres of national life. We must, therefore, try to maintain a balance between the various branches of knowledge to be provided to our young man for various professions and avoid lop-sided development in education and research. We should also modify or recast the present structure of courses and syllabi and lay more emphasis than before on research.

22. KAZMI, Hasnain. Ta'aleemi Masail Aur Chand Tajaweez (Educational Problems and Some Suggestions) --- Jang (Karachi) February 24, 1972 (U).

A few guidelines for the formulation of the new educational policy are given below: 1) Education should be provided with more resources, both human and material. 2) A three-year or five-year educational plan should be prepared to launch a new

system of education. 3) Preference should be given to less developed areas and its people. 4) The duties of the teachers, the students, and the managements should be clearly defined and strictly enforced to keep one element from encroaching upon the field of another. 5) The syllabi should be revised to bring them in line with the needs of the time. 6) The University, the Boards of Education, and the Education Secretariat should work with a unity of purpose. 7) A sense of responsibility in the teachers is of utmost importance, and this should be fostered by improving their working conditions. 8) The students should be taught to take interest in the process of learning and to respect their teachers. 9) The managements of educational institutions should create in the students a love for social service. 10) Students should be positively encouraged to take part in extra-curricular activities. 11) All educational institutions should be given reasonable freedom in their own affairs. 12) A uniform maximum limit of tuition fee should be fixed for all the schools and colleges. 13) The system of examination should be changed.

23. MEGHAMY, Ghaffar. Educational Reforms --- Morning News (Karachi) January 4, 1972.

Most of the private Educational Institutions are run as an industry or business house only for profits sake. The fees are exorbitant and beyond the means of the middle and poor classes. But the salaries paid by the private institutions to the teachers are poor. As a consequence, literacy percentage in our country is very low. Now that the elected representatives of the people have come to power, it is hoped that they will take steps to make education better and cheaper by nationalizing all the important private educational institutions. It is also necessary that textbooks, copybooks, etc., be subsidized by the Government. Education should no more remain the monopoly of the upper class.

24. SHAH, Mian Iqbal. Nizam-e-Ta'aleem(System of Education) --- Mashriq (Lahore) January 20, 1972 (U).

By making primary education free and compulsory, the People's Government has conceded to an old popular demand. The Government also proposes to make high school education free in the near future. It is suggested that education at college and university levels also should be made free, because this would enable the talented

youth, who cannot afford the high expenses of university education at present, to pursue their studies and become useful members of the society.

The present system of education which has become outdated and futile, should be replaced by one that is in keeping with our ideological and national aspirations and useful in practical life.

ELEMENTARY AND SECONDARY EDUCATION

25. Bureau of Education. Statistics on High Schools at District Level --- In: Educational Statistics for West Pakistan 1967-68, 236-271. Lahore, Bureau of Education. January, 1970.

The statistical report complied by the Bureau provides information on high schools at district level, in the whole of West Pakistan. Eighteen tables give data about the high schools: 1) Number of high schools; 2) enrollment in high schools; 3) number of teachers in high schools; 4) number of teachers in government high schools, district council high schools, municipal committee high schools, private aided high schools, private unaided high schools and European type/Missionary schools. There are separate statistics for boys schools and girls schools.

26. Bureau of Education. Statistics on High Schools at Divisional, Regional and Provincial level --- In: Educational Statistics for West Pakistan 1967-68, 173-233. Lahore, Bureau of Education. January, 1970.

This statistical report complied by the Bureau provides information on high schools at divisional, regional, and provincial levels in the whole of West Pakistan. There are 33 tables showing various factors of high schools in the region.

The statistics provided concern: 1) number of high schools; 2) number of high schools having primary departments; 3) number of enrolment of pilot and comprehensive high schools; 4) enrolement in high schools; 5) expenditure on high schools; 6) number of teachers in high schools; 7) teaching staff by age in high schools; 8) number of untrained teachers in high schools; 9) number of students by grade at secondary level of education; 10) enrollment at secondary level of education; 11) distribution by age at secondary level education; 12) statistics of European type/Missionary and rural area high schools; 13) number of high schools with libraries; 14) number of books in libraries and number of traind librarians in high schools; and 15) statistics of high schools since 1955-56.

27. BUREAU of Education. Statistics on Middle Schools at District Level --- In: Educational Statistics for West Pakistan 1967-68, 140-169. Lahore, Bureau of Education. January 1970.

This statistical report complied by the Bureau provides information on Middle schools at district level in the whole of West Pakistan. There are Fifteen tables on the subject.

Important tables are: 1) number of middle schools for boys and girls; 2) enrollment in middle schools; 3) total number of teachers in middle schools; 4) number of teachers in government middle schools; 5) number of teachers in municipal committee middle schools; 6) number of teachers in private aided middle schools; 7) number of teachers in unaided private middle schools; 8) and number of teachers in European type/Missionary middle schools.

28. BUREAU of Education. Statistics on Middle Schools at Divisional, Regional and Provincial Level --- In: Educational Statistics for West Pakistan 1967-68, 94-137. Lahore, Bureau of Education. January, 1970.

This statistical report compiled by the Bureau and provides information on middle schools at divisional, regional and provincial levels in the whole of West Pakistan. There are twenty-four tables showing: 1) total number of middle schools; 2) enrollment in middle schools; 3) number of middle schools having primary departments; 4) total number of teachers in middle schools; 5) number of teachers in government middle schools, municipal committee middle schools, private aided middle schools, private unaided middle schools, and European type Missionary schools; 6) number of untrained teachers in middle schools; 7) teaching staff by age in middle schools; 8) expenditure in middle schools; 9) statistics on European type Missionary schools, and middle schools in rural areas; 10) number of middle schools having libraries; and 11) statistics on middle schools since 1955-56.

29. BUREAU of Education. Statistics on Primary Schools at District Level --- In: Educational Statistics for West Pakistan 1967-68, 63-92. Lahore, Bureau of Education. January, 1970.

This statistical report complied by the Bureau covers primary schools at the district level in the whole of West Pakistan. Separate statistics for boys and girls are given in Fifteen tables showing: 1) number of primary schools; 2) enrollment in primary schools; 3) number of primary school teachers; 4) number of teachers in government

primary schools; 5) number of teachers in municipal committee primary schools; 6) number of teachers in private aided primary schools; 7) number of teachers in private unaided primary schools; and 8) number of teachers in European type/Missionary primary schools.

30. BUREAU of Education. Statistics on Primary Schools At Divisional, Regional and Provincial Level --- In: Educational Statistics for West Pakistan 1967-68. 10-60. Lahore, Bureau of Education, Government of West Pakistan. 1970.

This is an statistical report on primary schools at divisional, regional, and provincial levels. There are in all twenty-seven statistical tables showing the number of primary schools, enrolment in primary schools, expenditure on primary schools, number of teachers in primary schools, statistics on Europen type/Missionary schools, number of students by grade at primary level, distribution of students by age at primary level, statistics of primary schools in rural areas, and statistics of primary schools since 1955-56.

There are separate statistics about boys and girls in the chapter. Similarly, there are separate statistics about government primary schools, municipal committee primary schools, private aided primary schools, and private unaided primary schools.

31. YASMIN, Firoza. Primary Ta'aleem Key Nae Taqazey (New Demands of Primary Education) --- Ta'aleem-o-Tehqiq (Lahore) 1(3): 25-29. 1969 (U).

Old methods of teaching are still in vogue in Pakistan, and our educational planners are shy of new methods of education. It is our duty in the field of education to keep ourselves abreast of the time and plan our system of education according to the needs of modern age.

Education is ineffective if it fails to arouse the interest of the child and sharpen his snose of curiosity. The best method of education is to win the participation of the child in the process of learning; and the more the participation, the better the results. In modern education the role of the teacher is not the role of a dictator. The former is a friend, guide, and counselor. He helps the child in solving his difficulties. A good teacher in the modern scheme of education does all he can to encourage the creative abilities of the child. Another important technique employed in modern education is the use of new teaching aids which make the educational process easy and interesting.

EXAMINATIONS

32. BUREAU of Education. Examination Results Conducted During 1968 --- In: Educational Statistics for West Pakistan 1967-68, 374-392. Lahore, Bureau of Education. January 1970.

This statistical report compiled by the Bureau provides information on the results of examination conducted during 1968. There are ten tables that provide the following informations: 1) matriculation examination during 1968; 2) certificate and diploma courses examination during 1968; 3) intermediate examination; 4) intermediate commerce group examination; 5) intermediate humanities group examination; 6) intermediate pre-engineering group examination; 7) intermediate pre-medical group examination; 8) examination results of various professions during 1968; 9) graduate (B.A./B.Sc.) examinations; and 10) post-graduate M.A./M.Sc. examinations.

33. PARVEEN, Zahida. Internal VS External Examination --- Ta'aleem-o-Tehqiq (Lahore) 1(4): 64-66. 1969.

Examination is convenient device for measuring and verifying both a candidate's value and the value of teaching he has received. It is an indicator of the training given and received. Examinations may be either internal, i.e., set within a school or other educational establishment by its own teachers. In this type of examination the students' abilities and achievements are assessed not only through written or oral tests but also by the degree of his participation in classroom activities, attendance, and interest in studies. The advantages and disadvantages of internal examinations are mentioned.

External examination, on the other hand, is conducted by some authority which has not provided instruction in the matter it examines. External examination is conducted after the completion of the academic year. The good and bad points of external examination are discussed. The writer is of the opinion that internal examinations are more useful and should be introduced at all stages of education.

HIGHER EDUCATION

34. ALI, Mahboob. Education --- Morning News (Karachi) February 2, 1972.

The new regime has taken up the question of educational reform in right earnest, and for the first time in the nation's history the teachers and students have been consulted by the Education Minister. Hitherto education has suffered from neglect at the hands of the bureaucracy, who were busy stamping out academic freedom. With the advent of military dictatorship, the universities were deprived of the liberty, privileges, and status which they had enjoyed during the British rule. The abnoxious university ordinance which was drawn up with the advice of certain Vice-Chancellors made them absolute rulers of the seats of higher learning. Since President Bhutto has established the principle of accountability for all, it is hoped that the Government would make a thorough probe into the affairs of the university of Karachi over the past decade in order to undo the injustice done to the innocent.

35. BUREAU of Education. Statistics on Arts and Science Colleges --- In: Educational Statistics for West Pakistan 1967-68, 274-333. Lahore, Bureau of Education. January 1970.

This statistical report compiled by the Bureau provides information on arts and science colleges of West Pakistan. There are thirty-three tables giving data about college education in the whole of West Pakistan.

The statistics show: 1) number of colleges; 2) enrolement in colleges; 3) expenditure on colleges; 4) enrolement of colleges by subject; 5) admission in colleges; 6) enrollment of colleges and universities by grade; 7) number of students by age in colleges; 8) number of teachers in colleges; and 9) statistics on arts and science colleges since 1955-56. The information is provided separately for boys and girls and for intermediate and degree colleges.

36. BUREAU of Education. Statistics on Universities --- In: Educational Statistics for West Pakistan 1967-68, 346-355. Lahore, Bureau of Education. January 1970.

This statistical report compiled by the Bureau provides information on universities in West Pakistan. There are

six tables of statistical data about university education: 1) admission to post graduate classes; 2) income and expenditure on universities; 3) enrollment in M.A./M.Sc. classes; 4) enrollment in B.A./B.Sc. Honours classes; 5) teaching staff of post-graduate teaching departments; and 6) enrollment in post graduate diploma and certificate classes. The data cover the university of Peshawar, the university of Punjab, the university of Sind, the university of Karachi, Jamia Islamia Bahawalpur, Agricultural University, Lyallpur, and the university of Engineering and Technology, Lahore.

37. KHAN, Q.U.A. University Education: Problems and Policies --- Pakistan Times (Lahore) February 14, 1972.

University education should be open only to those who possess creative ability and scholarly aptitude. Others must be screened out at an early stage and given vocational training. Furthermore, the education system must be so designed as to have an immediate impact on our economic and cultural growth. For example, engineering education must be so biased as to enable the graduates to develop and manufacture better agricultural tools, defence equipment, and other basic industrial products. Likewise, the allied disciplines, such as mathematics and physics, must be taught with strong emphasis on their practical side. The Social Sciences must also be taught with specific reference to our social evils to enable the younger generation to realize the importance of human and moral values.

The following suggestions are put forward in this regard: (i) Only devoted and competent men with unimpeachable integrity should be admitted to the teaching profession. (ii) The top leadership of the university must be of unquestionable integrity and repute. (iii) The university must be given absolute administrative autonomy. (iv) All decision-making bodies must be of representative nature, and all key-positions must be filled in through democratic procedure. (v) It must be insured by law that only those students whose academic performance is above a certain minimum would be eligible for contesting elections to the student unions.

38. OMRJI, M.A. Towards a Dynamic University --- Morning News (Karachi) February 2, 1972.

Not long ago, University education in Pakistan was a novelty and guarantee of high-paid jobs. Higher education was a privilege of the sons and daughters of the artistocratic families. The situation is different today. University education is sought after by an ever-increasing number of youths from all sectors of society. It is, however, a different matter that in spite of impressive economic progress in the country, a university degree today promises only an uncertain future. The following points should be kept in mind: 1) The university is not a political institution. 2) The basis of university is professionalism and mass contact. 3) The university has profound effects on the life of students. 4) Faculty, curriculum, and the methodology of examination deeply affect the student and his future life, and yet the student cannot have the right to determine these factors. 5) A university student cannot be compared to the electorate of a state. 6) The chief function of the university is to communicate knowledge to the student, whereas that of the state is to rule and govern the citizen. 7) The faculty and the student may involve themselve with the wider social purposes but not at the cost of the central task of the university. 8) The university must be sustained on pluralism; it must not commit itself, as an institution, to any one single viewpoint.

39. SOHAIL, Mushtaq. Mahereen Ta'aleem Ka Commission (The Commission of Educational Experts) --- Mashriq (Lahore) February 10, 1972 (U).

No efforts were made during the last twenty-four years to revise the system of education in our country. The poor parents spend their hard-earned money to educate their children for full sixteen years, but by the time the youth complete their studies, they forget their own traditions and culture. After completing their education, they join the swelling mass of educated unemployed for want of job opportunities.

The present government has given much importance to education in the chain of reforms that it has introduced in the country. Previous governments shifted the

responsibility of solving the problem of university education to provincial governments. But the provincial governments did not even look into the problem on the plea that they had no resources to undertake the work.

In this age of science and technology, education has become very costly. Only the Center can afford to plan and execute policies about the university education.

In order to improve the conditions of universities, the government should set up a University Grants Commission. Such Commissions are already working in almost all developing countries of the world.

ISLAMIC EDUCATION

40. NIZAMI, Khalid. Nizam-e-Ta'aleem Ki Islah Aur Islami Nazaria-e-Ta'aleem(Reform of Educational System and Islamic Theory of Education) --- Mashriq (Lahore January 26, 1972 (U).

In our zest for the Islamic ideology of Pakistan, some of us go even to the extent of drawing the line between the Islamic and un-Islamic principles of knowledge, including the branch of Education. Our experts in education forget that we are following the Western system of education, which makes no distinction between the mundane and the spiritual. It covers everything that is practically useful to man.

On the other hand, in spite of our professions of love for Islamic principles, we have done nothing to acquaint our younger generations with the achievements of our fathers in the field of science, and the knowledge of our students is limited only to the lives and works of Western scientists.

41. SADIQ, Munawwer Ibne. Qadeen Islami Rawayaat Aur Nisab-e-Ta'aleem(Old Islamic Traditions and Educational Curriculum) --- Ta'aleem-o-Tehqiq (Lahore) 1(3): 30-41. 1969 (U).

Prophet Mohammed was the first teacher in Islam, and the Masjid-e-Nabvi was the first Islamic school. The Holy Quran was the main subject of teaching. The Prophet also gave instruction in social and economic

matters during his teaching. In fact it covered every field of human activity. This system of education continued during the reign of the Caliphs with some addition, like the inclusion of the Prophet's sayings as a separate subject and some form of literature. The Abbasid period was the culmination of Islamic system of education. A brief mention is made of the type and methods of education during the Abbasid reign.

There is a detailed report about the educational philosophy of Imam Ghazali and Ibne Khaldun, two of the greatest philosophers of the Muslim world. Both of them influenced the educational system of the period and made rich contributions to the science of education. Many of their ideas are still valid among the modern thinkers.

LANGUAGES TEACHING OF

42. HUSSAIN, S. Sajid. Pakistan Kay Nizaam-e-Ta'aleem Mein Urdu Ka Mouqaf (The Case of Urdu in Pakistan Education System) --- In: Urdu Aur Uskey Tadreesi Tariqey, 49-72. Karachi, Kifaiyat Academy. 1971 (U).

Urdu language played a very important role in the creation of Pakistan. It was the lingua franca of the sub-continent. The importance of the language and its richness require that it should be made the medium of instruction and a compulsory subject from primary to graduation. There should be elaborate arrangements for research in the language.

The curricular status of Urdu language in primary, secondary, and higher classes is discussed. The problem of script is discussed in some detail. For the purposes of writing, some favor the roman script in place of the present nastaliq and some like to retain the present script. The various arguments for and against the proposition are critically examined, and the via media is sought in the Naskh script which is used for Arabic language.

43. HUSSAIN, S. Sajid. Sanuvi Madaris Mein Tadrees-e-Insha (Teaching of Composition in secondary Schools) --- In: Urdu Aur Uskey Tadreesi Tariqey, 103-115. Karachi, Kifaiyat Academy. 1971 (U).

Composition is the description of some ideas or events in appropriate words. This description may be in writing or in speech. It takes many forms in both cases. The

particular objectives of composition teaching are: 1) to develop the power of expression; 2) to create order and method in the explanation of ideas; 3) to correct the language; 4) to increase vocabulary; and 5) to promote creative and argumentative power.

The general objectives of composition are explained, and the relation of writing and speech is pointed out. The various steps involved in the teaching of composition are discussed.

44. HUSSAIN, S. Sajid. Sanuvi Madaris Mein Tadress-e-Nazm Ka Tariq-e-Kar(Method of Poetry Teaching in Secondary Schools) --- In: Urdu Aur Uskey Tadreesi Tariqey, 95-102, Karachi, Kifaiyat Academy. 1971 (U).

The coverage of poetry in Urdu syllabus is quite extensive. In secondary classes poetry teaching includes critical appreciation of classical and modern poetry. In the beginning the purpose of teaching poetry is only to enable the pupils to understand the verses and paraphrase them. In advanced classes the technique of teaching Urdu poetry varies with the type of poetry.

The general objectives of poetry teaching are as follows: 1) To create interest in Urdu literature among the students. 2) To create appreciation among them for Urdu poetry.3) To enable them to express finer sentiments. 4) To create an understanding of poetry in them. 5) To acquaint them with the poets and their work. 6) To awaken creativity in them. These objectives are the same in all methods of poetry teaching. The method of lesson preparation for poetry teaching and the different steps involved in it are discussed.

45. HUSSAIN, S. Sajid. Sanuvi Madaris Mein Tadrees-e-Qawaid (Teaching of Grammer in Secondary Schools) --- In: Urdu Aur Uskey Tadreesi Tariqey, 114-118. Karachi, Kifaiyat Academy. 1971 (U).

Proficiency in a language comes by mastering the rules of its grammar. The correctness of a language is measured by the observance of the rules of its grammar. The old school of educatonists gave all importance to the rules of grammar, but the modern trend of thought is that one learns a languag by using the language rather than by reading the rules of its gramar. However, this does not mean that modern education totally ignores grammar. It has its own

importance, but not in the way the old school had prescribed. In the modern times effective small courses of grammar are recommended.

The objects of teaching grammar are: 1) to write and speak correctly; 2) training of thought; 3) training in discipline; 4) training in effective prose and poetry reading; 5) proficiency in language; and 6) expression of ideas in an orderly manner.

46. HUSSAIN, S. Sajid. Tadress-e-Urdu Kay Maqasid(The Objectives of Urdu Teaching) --- In: Urdu Aur Uskey Tadreesi Tariqey, 78-87, Karachi, Kifaiyat Academy. 1971 (U).

The teaching of every subject has some definite objectives. So does the teaching of Urdu language. Some of these objectives are general and some are particular. The particular objectives relate to the acquaintance with the language. The standard of this acquaintance increases gradually from primary classes to higher classes. In the earliest stages it is merely the learning and understanding of the alphabets. The standard of proficiency increases as the process of learning advances.

The general objectives of the teaching of Urdu language are: 1) creation of interest in Urdu literature; 2) creation of the ability to read and write Urdu; 3) development of thinking power; 4) development of the power of expression both in speech and writing; 5) development of creative ability; 6) development of the capacity to appreciate; and 7) enlarging the word power. Then there are some special objectives of language teaching that cover literary, cultural, social, political, economic, and educational fields.

47. MOHSIN, Hussain Ahmed. Tadree-e-Insha (Teaching of Composition) --- Ta'aleem-o-Tehqiq (Lahore) 1(4): 88-95. 1969 (U).

The textbook has become the sole means of teaching the Urdu language, and the only object is to help the students pass the examination. Teachers do not pay any attention to the teaching of composition with the result that students remain ignorant of the creative use of language.

Creative composition is the higher form of composition, and it is the responsibility of the teacher to train students

in the art of expressing themselves freely and in logical manner. Creative action in writing is briefly discussed, and the role of teacher in this field is pointed out. The methodology of composition teaching is explained through a number of suggestions. It is emphatically pointed out that the teacher should be very particular about corrections in the composition. In the end the objectives of creative composition are enumerated.

LIBRARIES

48. FATIMA, Nasim. Library Khidmaat - Qoumi Ta'ammer Mein Unka Hissa Aur Mansuba Bandi (Library Services — Contribution in National Reconstruction and Planning) --- Pakistan Library Bulletin(Karachi) IV (1 & 2): 45-60. September-December 1971 (U).

Libraries play a very important role in national reconstruction. But libraries cannot play this role without a well planned progressive library service. The lack of planning in the field of education has affected not only the standard of education but also that of library service.

The main objective of library service is to provide to the people easy access to the knowledge stored in libraries. Achievement of this objective requires the proper planning of items, such as the type of material a library should posses, the estimates of expenditure, and the requisite administrative machinery.

There is a discussion on the role of different kinds of libraries in the National Education Scheme and the scope of their effectiveness in spreading education.

49. LODHI, Farkhanda. Ta'aleem Key Dhanchey Ki Bunyad - Library (Library-Foundation of Educational Structure) --- Imroze (Lahore) March 12, 1972 (U).

Very little attention has been paid so far to the role of libraries in education. The result is that almost all libraries attached to schools and colleges are mismanaged, neglected, and poorly stocked. They do not serve the purpose they are meant to serve. This state of affairs is largely due to the present setup and scope of activity of the Directorates of Education which influence the policy of libraries through the annual grants.

The following suggestions are made to rearrange the scope and powers of the Directorates: 1) All the libraries in the country, Municipal schools, and institutional, should be placed under the direct control and supervision of the Directorates. 2) The administrations of schools and colleges should send their proposals regarding the running and improvement of their libraries through their librarians to the Directorates. 3) The libraries should be under the direct administrative control of the Directorates. 4) The selection of accommodation for the libraries should be made by the Directorates in consultation with the experts in the subject.

50. NAWAZ, Mrs. I.A. A Survey of the Libraries of Teaching Departments and Constituent Colleges of the Punjab University --- Bulletin of Education and Research (Lahore) 8(3): 1-21. 1969.

This is a survey of the existing library facilities in the University of the Punjab, its teaching departments, and its constituent colleges. The purposes in view were: 1) to obtain information about the existing conditions of departmental libraries of the University and its constituent colleges in respect of the physical facilities and equipment, use and lending practices, the library staff and facilities provided to them, and the budgets; 2) to judge the adequacy of the library services; and 3) to suggest improvements in view of the results obtained after the analysis of the collected data.

The study was conducted through a questionnaire sent to librarians of 34 departments and constituent colleges of the University. The answers to the questionnaire were analyzed and the results are reported. The survey indicates that extensive improvements are required in the seating capacity, the training of librarians, provisions of audio-visual materials, allocation of funds, and the classification of books.

51. SHAH, G.D. Librarians --- Pakistan Times(Lahore) February 21, 1972.

Libraries are an integral part of educational institutions because they are the main source of promoting knowledge. But the need for well-equipped and properly run libraries and the role of librarians have been entirely neglected

by our planners and politicians. Librarians now expect that the new education policy will fulfil their following demands: 1) Priority should be given to the development of libraries throughout West Pakistan. 2) The disparity in the librarians' pay scales in different provinces should be removed. 3) If librarians can be given class I & II jobs in the NWFP according to their qualifications, the pay and status of the Punjab librarians should also be raised. In fact all librarians should be given the lecturer's scale, and selection grade and other avenues of promotion should be opened to them. They should also be given charge allowance for their heavy responsibilities. 4) Librarians should be provided with adequate staff to run their libraries efficiently. 5) Provincial library directorates should be set up on the model of the Directorate of Physical Education and no non-professional or untrained person should be allowed to hold any key post in the directorate.

LITERACY

52. MOHSIN, Mir M. Illiteracy --- Pakistan Times(Lahore) February 22, 1972.

There is a difference between 'educating the masses' and 'eradicating illiteracy'. Education, to be effective, should follow the eradication of illiteracy. Besides running adult schools, attempts should be made to attract every boy and girl of the school-going age to a primary school, so that future illiteracy may be kept in check. This will require opening of an enormous number of primary schools and vast expenditure especially at the time when free education up to matric level is being planned. It is, therefore, suggested that we should turn mosques for primary school education, which will be within easy reach of every pupil whose regular attendance will be ensured with the cooperation of the people of the localities concerned. Good, basic religious instruction will also be possible in the mosques. The writer observed the primary school in Japan run and financed by the Parent-Teachers' Association of each village or locality. A thought may be given to such a scheme.

LITERATURE FOR CHILDREN

53. NAWAZ, Mrs. I.A. Bachchon Ka Adab Aur Uski Ta'aleem-o-Tarbiyat Mein Ahmiyat (Juvenile Literature and its Importance in Education and Training) -- Ta'aleem-o-Tehqiq (Lahore) 1(4): 36-46. 1969 (U).

Literature plays an important role in human development. In a democratice system where reading and writing is a birth-right of every citizen, the availability of quality literature is a necessity. As for grown-ups, good quality literature is also a must for the children. Children are very much interested in stories. Even in the old days, when there were no books and printing, the art of story-telling was popular.

There is no denying the fact that good, wholesom literature provides nourishment to the mind. It also helps in character formation. It is the duty of the parents to provide standard literature to their children.

The literature for children should be in plain simple language. The production of books should be of high standard with colorful illustrations and high quality paper. There is a brief discussion on the quality of writing and choice of subject, with the suggestion that in all children's books the psychology, needs, and vocabulary power of children should be kept in mind. A number of suggestions have been put forward for the writers of Juvenile literature. The establishment of special children libraries is recommended.

MEDICAL EDUCATION

54. KHAN, Habibur Rahman. Reviewing Medical Education --- DAWN (Karachi) March 6, 1972.

A committee has been set up to review medical education in Pakistan. The proper body to do this work is the Pakistan Medical Council. This Council had earlier made certain recommendations in this connection, but they were never implemented by the authorities.

There are no arrangements to supervise and check the working of medical schools and colleges in the country. If these institutions had been checked by the inspecting staff of the Government and by the Council and the universities, the standard of medical education would not have fallen so low, and recognition would have been withdrawn from many bad institutions.

It is also proposed by the Committee on medical education that the duration of MBBS course should be reduced from five years to four years and that of the F.Sc. course, from two years to one year. This reduction is undesirable, as it would adversely affect the clinical understanding of diagnosis and treatment by the students.

We should not thus abridge the courses of study and the periods of training in technical subjects that are to produce men of professional efficiency.

55. KHAN, M. Yaqoob. New Medical Education --- DAWN (Karachi) February 24, 1972.

Certain changes have been recommended by the Medical Education Revision Committee in the existing medical education. The recommendations are as follow: 1) The minimum qualification for admission to MBBS should be matriculation. 2) The duration of the MBBS course should be reduced from five to four years. 3) The pre-medical course should be condensed from two years to one year.

The matriculation requirement is not satisfactory, because the student is quite immature at this stage and cannot fully grasp the technicalities. Even at present the new MBBS doctors, with two years' pre-medical course or five years' professional studies with one-year house job, are not experts in their work. A four-year MBBS course cannot cover all the major researches and discoveries in medicine. The basic principles of medicine and surgery never become theoretically obsolete and outdated. The future of the profession and the doctor would be spoiled by adopting these recommendations. Moreover, these four-year MBBS doctors would feel themselves inferior to the old doctors in experience and qualifications. The period of study should rather be increased to six years.

56. MASOOD, Nauman. Medical Teachers --- Pakistan Times(Lahore) February 19, 1972.

A National Health Plan is being formulated by the Government. Here are some suggestions for safeguarding the interests of the basic medical science teachers, which have been overlooked in the past. These teachers,

imparting no less than 70% of the total medical knowledge to the students, form the backbone of medical teaching and comprise the teaching staff of the departments of anatomy, physiology, pharmacology, pathology, hygiene, and preventive medicine.

The working conditions in these departments have gradually deteriorated to such an extent that talented young doctors do not want to make a career of basic teaching. This is a complete reversal of the previous conditions under which these departments were much sought after, and each post of demonstrator was acutely contested. Now that the health services are to be reorganized, basic medical teachers should be given proportionate representation, so that they can ventilate their grievances before the higher authorities.

57. RANA, Gholam Shabbir. Medical Technician Ka Mustaqbil (The Future of Medical Technicians) --- Imroze (Lahore) February 12, 1972 (U).

The medical technician's classes were started in 1967 in Para-Medical School at Bahawalpur and Quetta. But the Government has not so far announced the policy about the future of these classes. Every year about thirty students were admitted to each of these Schools. These classes continued till 1970 and then lapsed back into oblivion. It is unfortunate that the Government has not yet announced any clear-cut policy about the future of the qualified medical technicians. It is suggested that: a) qualified medical technicians should be recognized as registered medical practitioners and allowed to practise; b) an early announcement should be made about the salaries and services of the qualified medical practitioners; and c) the Faculty should accept the diploma of medical technicians.

PHILOSOPHY OF EDUCATION

58. RIAZ, Mohammad. Madaris-e-Nizamia Aur Imam Ghazali Kay Usool-e-Tadrees (The Nizamia Madrassas and the Principles of Teaching of Imam Ghazali) --- Fikro Khyial (Karachi) 9(11,12): 29-32. 1971 (U).

Khwaja Nizamul Mulk Toosi, the famous minister of the Seljuks, established Madrassas, known as Madaris-e-Nizamia

(Nizamia Schools) allover the empire. These schools were the main seats of learning in those days. Great men of knowledge were associated with these schools. The famous Imam Ghazali, philosopher and educationist, gave lessons for four years in the Nizamia School of Baghdad.

Imam Ghazali wrote about seventy books on various philosophical subjects including three books on education. These books throw ample light on his ideas about education, especially his principles of teaching. The salient features of Imam Ghazali's educational philosophy and ideas, as presented in the three books, are discussed in some detail.

PROFESSIONAL EDUCATION

59. BEG, Mirza Tauqir. Re-organization of Industrial Education Program in Pakistan --- Ta'aleem-o-Tehqiq (Lahore) 1(3): 58-66. 1969.

It is recognized by all that our educational system does not meet the needs of the students and the society. There has been a sharp criticism about the growing rate of failures, dropouts, and unemployment of the educated. The obvious remedy is the introduction of vocational education in our schools. But the mere introduction of a vocational education will not serve the purpose if it is not based on sound principles of feasibility and harmony with local conditions.

The subject of vocational education is discussed under the headings: 1) functions of education; 2) need for industrial education; 3) types of industrial education; and 4) stages of industrial education. Under the last heading the writer discusses the question: 'who should follow what type of education.' The teacher training program, as a subject of vocational education, is separately discussed. In the end appears a discussion of the organization of teaching, administration, and educational facilities.

60. HASSAN, Iftikhar-un-Nisa. Vocational Guidance --- Ta'aleem-o-Tehqiq (Lahore) 1(4): 35-46. 1969.

The need for a comprehensive national program of guidance and counseling is accepted by all. The problems of the large number of drop-outs and failures every year and unemployment among the educated are a clear indication that studies are being pursued without any planning and regard to the inherent aptitudes of the students and the needs of the country. The concept of vocational guidance in Pakistan is a borrowed notion that has not been understood properly. The concept of vocational guidance is explained. Vocational guidance is a special help enabling each student to understand and respect himself and his potentialities, and then to use his individual interests, abilities, and personality for the greatest good of the society in general and the realization of his own personal life.

The historical prospects of guidance in Pakistan are discussed in detail and a working plan for guidance service is presented with outlines of the structure at various levels of educational training.

PSYCHOLOGY

61. HUSSAIN, Ch. Mohammed. Memory and the Permanence of Learning --- Ta'aleem-o-Tehqiq (Lahore) 1(4): 32-34. 1969.

All that we learn is not equally or permanently retained in memory. Some material is forgotten immediately after learning; some of it is retained for a few days; and some other is preserved for ever. The ability to recall is a great asset for living and learning. Memory is one of the crucial attributes of mind. Without memory we cannot use our brain to store and recall knowledge at will. If we are unable to remember our experiences we cannot learn.

The concept of memory is briefly explained. All incomming messages do not leave a lasting trace or even a brief one. At one extreme are single unforgetable experiences, and at the other extreme there are experiences that quickly fade out. The factors that influence retention and forgetting are pointed out. Educational implications of memory are separately discussed. In the end some study techniques for longer retention are presented.

62. PARVEEN, Zahida. Transfer of Learning and Education --- Ta'aleem-o-Tehqiq (Lahore) 1(3): 22-24. 1969.

In simple words, transfer of learning means the effect of previous learning on new learning. The effect can be positive, negative or neutral, that is, neither positive nor negative. There are some general principles of transfer of learning, such as: 1) memory is a continuing activity; 2) the message goes in the whole brain, not in a particular part of it; 3) more attention would inspire more memory, or in other words, less attention would not make a strong impression on memory; and 4) its chemical explanation is that we remember some events but forget some others on account of age factor.

The theories of transfer of learning are: 1) formal discipline theory; 2) identical elements theory; 3) generalization theory; and 4) transposition theory. These theories are briefly explained, and it is shown how the quantum of transfer increases or decreases with the change in their techniques and procedures.

SCIENCE EDUCATION

63. KHAN, Shirin. Teaching Modern Mathematics at Primary School Level --- Bulletin of Education and Research (Lahore) 8(3): 22-41. 1969.

The study is designed to explore the extent to which a modernized program of mathematics is feasible and practicable in the primary schools of Pakistan. It aims at seeking answers to queries like: 1) Are primary school teachers educationally prepared to complete a new program of mathematics successfully? 2) Will they be competent to adopt new approach in the classroom after an exposure to an intensive education in modern mathematics? 3) Do the pupils taught by the specially trained teachers and subjected to new approach make significant gains in comparison with their counterparts studying the text in the traditional way? 4) Do the teachers prefer the new approach to the conventional one ?

The specific purposes of the study were: 1) preparation of experimental text materials for teachers and pupils; 2) training of teachers; and 3) try-out of materials with teachers and pupils. The results of the study are discussed with the help of 7 tables, and further researches in the field are recommended.

64. NAWAZ, Mrs. I.A. Teaching Geography at the Secondary Level --- Ta'aleem-o-Tehqiq (Lahore) 1(4): 25-28. 1969.

Geography as a theoretical science is the concern of intellectuals, but as a practical science it touches very closely the common man as a producer, consumer, seller, or traveler. Teaching of geography gives the learner a balanced appreciation of the problems around him.

The present method of geography teaching in our country is unsatisfactory for various reasons, such as unqualified or under-qualified teachers, the non-availability of teaching aids, and the perpetuation of traditional modes of teaching which emphasize memory, recitation, and one-way communication of knowledge from the teacher to the learner.

No efforts have been made to analyze the status of geography teaching. The Institute of Education and Research at Lahore, however, conducted two survey studies which are discussed in the present article. The first study surveys the status of geography teaching at secondary level. The factors studied include the teachers, the school, the textbooks, and the teaching methods. The second study was also conducted on the same lines with variations in sampling and the level of education.

65. QADRI, Mohammad Afzal Husain. Promotion of Scientific Research --- DAWN (Karachi) February 20, 1972.

The problem of promoting scientific research with the available means in the institutions of autonomous and semi-autonomous nature and state departments, calls for careful and effective organisation and execution. While safeguarding the initiative and autonomy of universities and other research organisations and the

independence of research workers, means should be found to utilize all available resources, human and material, according to an integrated plan. The role and support of research in the universities should immediately be accepted. The universities optomize the future of science and technology as well as the future of mankind. Science and technology will turn into instruments of self-annihilation for the human race if left to grow unchecked by the moderating human influences of the university. Research Council and Scientific Department of the Government should be closely associated with the universities in order that their problems and personnel may figure in the larger perspective of the university.

SOCIOLOGY

66. AJMAL, Mohammad. Education and Social Change --- Pakistan Times(Lahore) February 19, 1972.

One way to reduce the dependence of our students is to experiment with auto-instructional devices, known as Program Instruction. Auto-instruction helps a student to make a steady transition from environmental support to self-support. It gives him confidence in himself and fosters in him a readiness to 'leanr.' Auto-instruction also creates in the student a capacity to pace his learning in terms of his own ability and aptitude. Self-pacing is better than a nagging competitiveness which is generally the base of our educational institutions.

Auto-instructional devices of Program Instructions do not render the teacher redundant. The teacher is needed to clarify points, to discuss issues, and to enable the students "to remove emotional blockages to learning." If we want to make our children better experimenters and better fighters, we have to introduce joy and freedom in learning. The government should also form a National Social Science Council, which should concentrate on social and psychological aspects of education in Pakistan.

67. ZAKA. Nai Nasl Kay Masail (Problems of the New Generation) --- Nai Naslein (Karachi) 1(1): 51. December 1971 (U).

The problem of 'generation gap' is not a new phenomenon. However, today it has assumed serious proportions. Young men, especially the student community, are much disturbed and discontented. The universities of the world seem to be heading toward chaos and anarchy. Rapid changes in social conditions have eroded the old values in the minds of the new generation.

Young men today want a change, and to bring about that change they fight with the established order which has failed to satisfy them. In this revolt the leading role is played by the students of universities who have grown in numbers in recent years. These students want redress of their grievances. It is the duty of the old generation to give a patient hearing to the young men and try to solve their problems in sympathetic and serious manner.

SPECIAL EDUCATION

68. BAKHSH, Mumtaz. The needs and Obligations of the Handicapped Children --- Ta'aleem-o-Tehqiq (Lahore) 1(4): 50-53. 1969.

It is a democratic principle that educational opportunities should be made available to each and every child, and handicapped children are no exception to this rule. The term 'handicapped' denotes a person with physical deformity, mental deviation, or social and emotional disturbance. Handicapped persons are part of the society. They must be given special consideration and helped as far as possible to lead an independent and happy life.

In Pakistan the needs of the handicapped children are completely ignored. There are neither schooling facilities nor any rehabilitation program for them. A comprehensive program for the handicapped children should be built on the basis of their specific needs. The needs may cover education, medicine, occupation, adjustment, recreation, counseling and guidance, self-realization and independence, acceptance in society,

care and security, emotional side, and family living. Special services should be provided to meet these needs. The detail of such services have been given. A set of recommendations also appears for those who want to work for the handicapped children.

STUDENTS' PROBLEMS

69. IRSHAD, Hakim Syed. Students' Activities --- Pakistan Times (Lahore) Februrry 1, 1972.

Students are becoming more emotional and less rational. At this grave juncture of our history, discipline means success, and anarchy means ruin. Students must give reverence to their teachers and to Authority. Herein lies their welfare and their future. Nothing so completely kills in our youth what is worthiest of growth as the want of reverence for their teachers.

During the last twelve years the teachers and officials of Education Department have developed dictatorial tendencies. There are many instances when students mildly and constitutionally presented their legimitate demands, but they were rudely dismissed. When they agitated, their demands were immediately accepted. Our youth are made of very good stuff. Their sentiment of reverence for the teacher grows when they find him loving, noble, and self-sacrificing.

70. MAHMOOD, Shafqat. On Students Problems --- Pakistan Times (Lahore) March 5, 1972.

The present system of education has become totally absolute. Hundreds of graduates are produced without any hope of a job; a dull, practically worthless syllabus is taught; and examinations have become more a test of memory than of ability. The prospects of leaving college after sixteen years of labour and effort to face a world which is not prepared to accept or able to accommodate them, is a forbidding one. The degrees are nothing more than a useless piece of paper. In such a situation, discontent an trouble are not unexpected. Unless the present education system is replaced by one in which manpower is co-ordinated, education conforms to the existing objective realities,

and the successful graduates are assured of a respectable place in society, the turmoil would not end. Again, one cannot divorce the educational system from economic reality. The student community should also recognize that their enemy is not the clerk who is rude to them, not the teachers who ignore them, not the principal who does not understand them, but it is the system which nurtures this infrastructure. The wrath has to be directed against the system and not against the administration.

71. MASOOD, Zafar. Student Power --- Morning News (Karachi) February 20, 1972.

The lot of modern Pakistani student is tragic indeed. He is living in a time of fast technological advancement and radical changes. The system of education, which is either shy of or blind to mass literacy or national needs, lacks both up-to-date educational policy and better educational facilities. There were 25,000 students in the university and the colleges of Karachi in 1961. A safe assumption would be that we have twice as many now, in 1972. Since educational institutions are producing only clerks for the offices, and since a graduate or a post-graduate degree has become a status symbol, almost 60 per cent of the student population is studying by way of part-time vocation. Even higher education is a means of earning a livelihood. In Karachi alone, 6,000 students matriculate every year. But there are few vocational institutions and vocations to provide them livelihood. Successive Governments have taken the student problem lightly, half-heartedly, and even contemptuously. It is high time that serious attention is paid to this important subject.

TEACHERS

72. AHMAD, Salman. Nai Ta'aleemi Policy Aur Asataza (New Educational Policy and the Teachers) --- Imroze (Lahore) February 10, 1972 (U).

The annual convertion of the Punjab Lecturers' Association has demanded that the teachers should also be included in the advisory board set up for the formulation of the new education policy, and that an academy should be set up to train the teachers in the discharge of their duties under the new system. The

presence of the teachers in the advisory board is necessary for many reasons. Their practical experiences and observations qualify them to pick up the defects in the various syllabii and suggest means to improve the management of schools and colleges. The government is also conscious of this fact. The setting up of a training academy for the teachers also would be an important factor in improving education in the country.

73. ALI, Anita Ghulam. Teachers' Plight --- Morning News (Karachi) March 3, 1972.

A new era of reform has dawned in the country, but the Department of Education is busy as usual with the exploitation of teachers, especially in private schools and colleges. It is surprising that while the college Ordinance was promulgated in November 1970, only 10% of the total 40 colleges have taken steps to implement the provisions. The average pay of a teacher in these institutions is Rs. 200 a month. They are not entitled to any provident fund benefits, and their service depends on the sweet will and pleasure of their employers. It appears that the whole Government machinery has surrendered to the managements of these institutions.

74. ZAIDI, Mohammad Ahmad. PrivateKalijan Key Asataza (Teachers of Private Colleges) --- Imroze (Lahore) January 19, 1972(U).

Private colleges in our country are running on purely commercial lines. The management receives handsome fees from the students but denies even the minimum facilities to the teachers. They have no guarantee of their service and no rules and regulations concerning their employment. Every institution has its own set of rules and regulations. The teachers have no fixed scales of salary and no certainity that they would be regularly receiving their salary every month. So, the Government issued an Ordinance to reform the working of private educational institutions and asked the managements of all such institution to produce their accounts. It was also ordered that so long as the service rules for teachers were not finalized, no teacher was to be served with the termination notice. But this Ordinance is yet to be implemented. Most of the institutions have not yet submitted their accounts to the Government. Moreover, the practice of terminating the services of teachers continues as ever. This state of affair needs immediate attention of the Government.

TEACHING METHODS AND MEDIA

75. HUSSAIN, S. Sajid. Imdadi Ashiya Key Istemaal Key Usool (Principles of the Utilization of Teaching Aids) --- In: Urdu Aur Uskey Tadreesi Tariqey, 131-133. Karachi, Kifaiyat Academy. 1971 (U).

The use of teaching aids for making education interesting and effective has assumed much importance at all levels in recent times.

Teaching aids are different from the teachers. They help him in imparting knowledge to the students in a better way. But the use of teaching aids requires proficiency and care. The guidelines for the use of teaching aids are that such aids: 1) should be attractive and uncomplicated; 2) should have educational importance; 3) should be utilized at the appropriate time; 4) should be used moderately; 5) should be durable and useful; and 6) should not be very costly.

76. HUSSAIN, S. Sajid. Isharaat-e-Sabaq Ki Ahmiyat (Importance of Lesson Guidlines) --- In: Urdu Aur Uskey Tadreesi Tariqey, 126-130. Karachi Kifaiyat Academy. 1971 (U).

Effective teaching demands the preparation of guidelines of the lesson to be taught in classroom. This is an established practice of all teachers. The teacher prepares mentally the sequence of the subject matter he is going to teach. The jotting down of his plan is the preparation of lesson guidelines.

There are some basic principles which should be kept in mind while preparing the lesson guidelines. The Principles are: 1) interesting introduction; 2) association with past knowledge; 3) teaching substance according to the capability of the students; 5) complete and clear teaching; 6) use of interesting teaching aids; 7) intelligent explanatory questions; and 8) results and revision in writing.

77. HUSSAIN, S. Sajid. Sanuvi Madaris Mein Tadrees-e-Nasr Ka Tariq-e-Kar (Method of Prose Teaching in Secondary Schools) --- In: Urdu Aur Uskey Tadreesi Tariqey 85-94. Karachi, Kifaiyat Academy. 1971 (U).

The syllabus for the teaching of Urdu in secondary schools is divided into two parts, poetry and prose. The teaching

processes also are different in the two cases.

So far as the teaching of prose is concerned, each lesson has its own requirements, and the technique differs from lesson to lesson. However, there are two main methods, detail teaching and silent study. In the first case the entire lesson is covered by the teacher and explained in detail. The success of this method depends on the personal ability of the teacher. The silent study is recommended for the students of higher classes, and it should be started from the 7th class. The chapter explains the principles of creating interest in reading and promoting reading habits.

78. HUSSAIN, S. Sajid. Tafheemi Sawallat Murattab Karnay Kay Usool (The Principles of Preparation of Explanatory Questions) --- In: Urdu Aur Uskey Tadreesi Tariqey, 134-136. Karachi, Kifaiyat Academy. 1971 (U).

The importance of questions in educational process cannot be overemphasized. Questions are necessary for testing the ability of the student. A good teacher teaches effectively by putting intelligent questions. Good questions not only help in teaching, but also keep alive the attention and interest of the student. Questions satisfy the sense of curiosity in the student. Questions should be included in the lesson guidelines to make teaching effective and interesting.

Good questions should be: 1) brief, simple, and clear; 2) thought provoking; 3) logical in sequence; 4) devoid of repetition; 5) up to the standard; 6) addressed to the whole class; and 7) objective. Questions that have 'yes' or 'no' for their answers should also be included in the guidelines of the lesson.

79. MALIK, Din Mohammed. Introducing Programed Instruction --- Ta'aleem-o-Tehqiq (Lahore) 1(3): 15-21. 1969 (U).

It has been observed that education lags behind technology. Present-day education is no exception to this. Programed instruction is a means to bridge the gap between education and technology.

The present article is a sort of introduction to programed instruction, the theory of reinforcement on which it is based, and the kinds of programs and their relative merits in teaching technology. The main headings under which the subject is discussed are: 1) Socrates, the ancient founder of the theory; 2) reinforcement theory as basis of programing; 3) some special advantages of programed instruction; 4) kinds of programs; 5) mixed forms of programing; and 6) mathematics.

80. RAHMANI, Anjum. Madri Zabaan Iktesaab-e-Ta'aleem Ka Behtereen Zariya (Mother Tongue - the Best Media of Education) --- Ta'aleem-o-Tehqiq (Lahore) 1(4): 62-77. 1969 (U).

Mother tongue is the first language a man learns. This is the language of his family and his surroundings. The education and training of the child are done in his mother tongue. It has definite advantages over any other language. A number of reasons have been put forward to prove this truth.

It is agreed that education in the early stages in mother tongues will not harm the status of Urdu language in Pakistan, which is our national language and a cementing force between the people of the various regions of Pakistan. However, at the higher level the medium of instruction should be Urdu. Urdu language in the earlier stage of education will be a hurdle for the child. Regional languages should not be left to suffer for the sake of Urdu, which, however, should be adopted at the higher levels as the medium of instruction.

81. SHAHID, Masood. Make Your Teaching Effective by Instructional Material --- Ta'aleem-o-Tehqiq (Lahore) 1(4): 73-75. 1969.

The communication revolution has enabled the teacher to bring the world into the classroom. The most abstract concept can now be presented in concrete, vivid forms that can be easily grasped by the students. With the effective use of instructional materials, teaching can be made more interesting and effective. Audio-visual materials are important in any scheme of modern education, as they motivate learning.

The audio-visual materials should be used with care. A variety of teaching materials, used in proper balance, produce the best learning results. There is no single set of material best for all kinds of learning in all kinds of situations. There must be a planned program for the use of audio-visual aids. The program must be simple, instructing, and effective. This material should be provided in as many schools as possible.

82. BUREAU of Education. Statistics on Technical Education --- In: Educational Statistics for West Pakistan 1967-68, 358-364. Lahore, Bureau of Education. January 1970.

This statistical report compiled by the Bureau provides information about technical education in West Pakistan. The chapter has 5 tables showing the position of technical education: 1) statistics on polytechnic training college; 2) enrollment in polytechnics by subject; 3) statistics on commercial institutes; 4) statistics on vocational schools for boys; and 5) statistics on vocational schools for girls. Separate information is provided about Karachi Division, Quetta Division, Kalat Division, Hyderabad Division, Khairpur Division, Bahawalpur Division, Multan Division, Lahore Division, Sargodha Division, Rawalpindi Division, and Peshawar Division.

TEXTBOOKS

83. ALI, Abid. Book Import --- Pakistan Times (Lahore) January 18, 1972.

The year 1972 has been declared 'International Book Year' by UNISCO. Book festivals, seminars, and lectures, underlining the need to make books available in abundance and at reasonable prices, will be held throughout the country. The UNESCO agreement calls for free flow of reading materials and prohibits all barriers, such as currency restrictions and customs duty. Unfortunately, all pleadings by the book trade to remove restrictions on the import of books have gone unheeded. Prices have doubled since book imports were put on cash-cum-bonus basis. This has hit the students as well as the general readers. At a press conference, the Central Information Minister gave an assurance that

unnecessary restrictions on the import of books and magazines would be removed. It is understood that the Government is considering an interim import policy for the January-June 1972 shipping period for certain essential items. Books, magazines, and periodicals are important sources of knowledge, and so should be made available to all without undue restrictions.

84. MALIK, Din Mohammed. Textbooks for the Primary Stage --- Ta'aleem-o-Tehqiq (Lahore) 1(4): 18-24. 1969.

Textbooks are the first among the teaching tools. A true textbook is one especially prepared for the use of pupil and teacher in a school or classroom for a definite course of study in a single subject or closely related subjects. A textbook of high quality presents the material covered by the syllabus of a course in a manner and language that can be easily comprehended by a child in the class for which the book is written.

The subject is discussed in some detail under the headings: 1) importance of textbooks in education; 2) the roll of modern textbooks; 3) utilization of textbooks; 4) textbooks for rural and urban children; 5) new principles of textbook writing; 6) selection and adoption of textbooks; and 7) what teachers should do with textbooks. At the end emphasis is laid on research in the field of textbooks.

85. ZERO. Bookworm Blues --- Pakistan Times (Lahore) January 16, 1972.

The fantastic rise in the prices of books and magazines has shrunk the market to such an extent that booksellers are thinking of closing their shops. The famine of books and magazines contradicts the liberal policy of the new Government in regard to the dissemination of information and education. Books and other reading materials are a necessity, and not a luxury, in countries like Pakistan. The restrictions on the issuing of import licences for books and magazines have tended to create monopolies in book trading. On top of that the placing of import of books under the bonus scheme has made it impossible for the common man to increase his knowledge. It is not only the scholars, but also

the ordinary students, who suffer. The sooner these restrictions on import of books and magazines are removed, the better for all concerned. The import of such literature under bonus must go in any case. Books and magazines should be placed on list.

WOMEN'S EDUCATION

86. RAUF, Mohammad. .. Trend of Female Education and National Reconstruction --- DAWN (Karachi) January 23, 1972.

Informal education means learning from people and agencies whose primary purpose is other than organized instruction. These agencies include several institutions of the society, the most important being the family. With this background in mind we begin to examine the question of female education in Pakistan. The present system of education was essentially designed to produce Government servants. Education was thus open only to those who were capable of acquiring the skills required by the administrative machinery.

A glance at the growth of female education from the inception of Pakistan to the end of the Third Five-Year Plan shows that the actual percentage of females, as compared to males, in 1947 at Primary, Secondary, College, and University level's was 13.2, 9.9, 5.6, and 3.8 respectively. This percentage increased to 38.5, 26.7, 17.5, 17.5, and 20.9 in 1968. An analysis of relative growth of education among males and females at all levels establishes the fact that the growth rate of education among women is faster than among men at all levels of education.

At present, a large number of girls pass out from the colleges and universities without much practical benefit to themselves or to the society. Now we have to decide whether we want to make education an aimless pastime for the girls or a profitable investment in our national resources in the context of our present struggle for national reconstruction.

GENERAL

87. AKBAR, Zia. Maujooda Ta'aleemi Nizam (The Present System of Education) --- Mashriq (Lahore) February 15, 1972(U).

A study of the present conditions of education shows that the students are not interested in acquiring education.

The reason is that the syllabii have nothing to do with their practical life. Moreover, the system of education we are following was framed by an alien government for its own purposes and has since lost all value. Pakistan is an Islamic State, and the syllabii of our educational institutions should be so framed as to disseminate and uphold Islamic values and the ideology of Pakistan.

The present system of examination is also defective. The majority of students who are declared successful are those who adopt unfair means to pass the examinations. The present system does not provide a true test of the knowledge and ability of an examinee. We should pay more attention to adult education and to draw up a comprehensive plan for its development. Only an year ago 18 per cent of our population was educated, but last year the percentage has fallen to 15. We should prepare a well thought out, long range scheme of adult leteracy and implement it with all sincerity.

88. BAQAR, Mohammad. Ingrezi Daur Ka Nizam-e-Ta'aleem(System of Education During English Period) --- Mashriq (Lahore) February 9, 1972 (U).

We have not yet rid ourselves of the system of education the British had left behind. Our Boards of Education and Universities are, as usual, turning out graduates whose courses of study are completely unrelated to the needs of modern times.

The problems of modern life have made the situation worse. The spiritual and moral side of education has been totally neglected with the result that the teachers do not behave as affectionate fathers toward the students, as they used to do in the past, and the students, on their part, show no respect or regard to their teachers.

89. HAQQI, Shanul Haq. Chand Ta'aleemi Masail (Some Educational Problems) --- Fikro Khyial (Karachi) 9(11,12): 15-19. 1971 (U).

We are far behind the advanced nations of the world in the field of education. Dissemination of education is one of the biggest problems in our country, and the fast rate of population growth in the country has further accentuated the problem. Maximum effort and energy are required to meet this challange.

Great attention has been given to education in the Five Year Plans of the country. But the fact remains that we are not properly utilizing the available resources so far as education is concerned. There is great waste in this field. Some of the reasons for this waste in education have been described and solutions suggested.

90. MALIK, Qayyum. Our English-Medium Schools are Producing Intellectual Mediocers --- Morning News (Karachi) February 21, 1972.

The system of education in the English-medium schools in our country, is a colossal waste of national resources. High fees, costly books, precious time and energy of the teachers and the taught, all end up in nothing. A large number of our promising boys and girls attending these costly institutions produce only intellectual mediocers who are of no use to the society. The textbooks prescribed for these schools, from the K.G. class onward, are based on the assumption that the children come from families who speak English at home as their mother tongue or by way of fashion. None of the textbooks prescribed for English-medium schools can be meaningfully taught to our children without each word and sentence being translated into the mother tongue of the child or the national language. It is not English that is at fault in the system of education in these schools. The fallacy lies in the assumption that our children know as much English as English boys and girls do. It is necessary to determine whether English as a medium of instruction at the pre-primary and primar levels can produce satisfactory educational results, and whether the contents of the textbooks prescribed for these schools can be understood by the pupils in early school years.

91. MASOOD, Zafar. Our Educational System: Progress or Regress --- Morning News (Karachi) March 5, 1972.

Our syllabii, especially of the humanities, remain purposeless even at the level of higher education. A student even after obtaining a graduation or post-graduation degree is hardly aware of his destined vocation till he comes out of a medical or engineering college. There are numurous cases of B.Sc. degree holders turning into lawyers or businessmen. Ours is a country where the state prescribes not only the syllabii but also the textbooks for college and university students. Some

subjects like International Law or Sociology begin just at the university level. No Government has so far undertaken to print its own textbooks; it has entrusted this job to commercial publishing houses under suspicious arrangements. There is no planning in the utilization of whatever meager resources we have for education. We have not so far caught up even with countries like Ceylon, Nigeria, and Afghanistan, which have high literacy ratios and free compulsory education.

92. NIZAMI, Khalid. Ta'aleem Main Tabaqati Imtiyaz (Class Distinction in Education) --- Mashriq (Lahore) January 12, 1972(U).

The standard of education has been on continuous decline in our country. A number of commissions were set up by successive governments to suggest ways of arresting the rot, but the recommendations of these commissions were never put into practice for one reason or another.

Immediately after partition there grew a strong popular demand for the teaching of Islamic ideology as a compulsory subject in all educational institutions. The publishers readily seized upon this opportunity and flooded the market with books on so-called Islamic studies. These carelessly written books on Islamic principles and practices were included in the teaching courses, with the result that Islamic teachings and scientific thought were polarized and education was divided into "Islamic" and "un-Islamic" types.

93. SAEED, Akhtar Abbas. Hukumat, Talba Aur Asatiza (Government, Students and Teachers) --- Mehnaat (Lahore) February 17, 1972 (U).

The teacher, the student and the government are the three important factors of any educational scheme. The responsibility for the present deterioration in the standards of education lies on all the three. The present educational setup requires a complete change. We need productive education as in China, where technical education, mingled with manual labor, is the order of the day. Since Pakistan is an agricultural country, the government should provide for agricultural education right from the primary school.

The writer has briefly discussed the importance of education and the roles of teachers and students. The status of teachers is deplorably low in our country and this has adversely affected the standard of education. A teacher with no economic status can never satisfactorily educate his students.

94. USMAN, Mohammad. Ta'aleem Mein Qeyadat Ka Mas'ala (The Problem of Leadership in Education) --- Imroze (Lahore) March 22, 1972 (U).

The basic problem of our education is the problem of leadership. One of the important aims of education is to create leadership in science, technology, theology, engineering, health, administration, defence, and other fields of life. During the last twenty-five years we tried to reform the system of education a number of times, but each time we failed to implement the policy we had laid down. But now the promulgation of the new education policy promises some hope, because firstly, the present government seems to be more sincere than the previous regimes, and secondly, these reforms are comprehensive and well thought out. The truth is that the question of education is not less important than that of defense. Our soldiers protect the country from external enemies, and education consolidates the country from within. For this purpose we need good teachers who should be appointed on the basis of: 1) their proficiency in teaching and devotion to profession; 2) their activities in research work and creative efforts; and 3) their record of service to the nation and the community.

TEACHER EDUCATION (Special Section)

95. AKMALOV, M.S. Dissemination of Classroom Teaching Experience --- Pakistan Educational Review (Islamabad) Issue No: 9: 135-146. January 1972.

The meanings of experience and dissemination in the context of education are explained. The study and generalization of educationl experience is necessary first of all for the teachers themselves. By doing this the teacher will develop his qualifications, remove defects in his work, and introduce methods of teaching which have justified themselves in practice. Similarly, these experiences are equally useful for other teachers and educational planners.

The objectives of study and generalization of educational experience are: 1) systematic accumulation of facts; 2) analysis and determination of their regularities; and 3) theoretical generalization of facts. The objectives, the methodology and the advantages of these studies are discussed in detail.

96. AZIZ, M.A. A New Scheme for Teacher Education --- Jamia Educational Quarterly (Karachi) XIII(1): 17-25. January 1972.

A careful study of the syllabus of B. Ed. shows that we are given to living in the past rather than facing the present realities of life in the modern world. We are still loyal to the mystical philosophy of Froebel and the long-forgotten Dalton plan. We shut our eyes to the new devices the West has developed to suit modern technological developments. Our entire syllabus is obsolete and needs a complete overhaul.

The syllabus of 'History of Education' has come under special discussion, which shows the glaring defects in the contents. It lacks logical sequence and academic coherence. The comments and suggestions for the improvement of the present syllabus are presented along with the text of the entire syllabus.

97. BUREAU of Education. Statistics on Teacher Education --- In: Educational Statistics for West Pakistan 1967-68, 366-372. Lahore, Bureau of Education. January 1970.

This statistical report compiled by the Bureau provides information on teacher education in West Pakistan. There are 4 tables giving statistics of teacher education in West Pakistan: 1) statistics on teacher education; 2) statistics on normal schools; 3) statistics on normal schools for boys; and 4) statistics on normal schools for girls. The information is provided by Division and institution. The institutions included are: institutes of education, training colleges, colleges of physical education, technical teachers training college, vocational teachers training institutes, normal schools, and attached units of normal classes.

98. BHATTI, Mukhtar Ahmed. Strategies and Plans for Expansion and Improvement of Teacher Education in Pakistan --- Pakistan Educational Review (Islamabad) Issue No.8: 37-60. October 1971.

Strategies and plans for the reconstruction of teacher education at different levels have to be in consonance with the over-all strategy of the growth and development of the educational system. The system of teacher education has been a subject of critical appraisal on numourous

occasions. It is no longer debatable that the system of education in any country simply cannot improve unless the teachers are properly equipped with sound academic and professional knowledge.

The basic assumption advanced in the article is that the prevalent system of teacher education in the country is insufficient quantitatively and inadequate qualitatively. By implication it is also assumed that without careful planning, improvement in teacher education program and hence in the entire system of education might remain an unfulfilled dream. The necessity to reconstruct the system of teacher education and to reorient it to achieve different social goals has been established beyond doubt. In support of this assertion reference to statistical data is made.

99. GHANI, Mohammad Usman. Evaluation of the Humanities and Social Science Curricula of Teacher Education --- Pakistan Educational Review (Islamabad) Issue No.9: 16-21. January 1972.

It is difficult to enumerate the qualities a good teacher should possess. However, two points are important: a teacher should 1) know his subject, and have 2) the required skill for imparting knowledge to his students in a way that it may help develop the individuality of the children.

With the proper knowledge of the contents, a person may make a good teacher even without formal training in the art of teaching, provided he has the basic aptitude for the work. The training program cannot make one a good teacher unless he gains mastery of the subject of matter. Training colleges are expected mainly to be concerned with the methods and techniques of teaching. There can be nothing wrong in teaching the trainees a part of the contents as well especially when we know that the academic standard of our prospective teachers is not very high.

The need of practical training is also emphasized. There is an analysis of the factors that have contributed to the lowering of the standards of our training colleges. A brief review of the curricula of teachers Training colleges and suggestions for their improvement are given at the end.

100. HANIF, Mohammad. Problems of Textbooks and Instructional Materials on Teacher Education and Suggestions to Improve the Situation --- Pakistan Educational Review (Islamabad) Issue No.9: 69-75. January 1972.

Good textbooks serve as guides to, and provide reference material for, the teachers. They help the teachers develop their educational background and guide them to organize appropriate learning experiences for the benefit of their pupils. The books make it easy for the prospective teachers to learn the theories and understand the methods and techniques of teaching.

There are many vexing problems for the producers of textbooks, such as lack of well equipped libraries; non-availability of books by good authors; limited facilities of production, especially those of good illustrations; short supply of editorial and technical staff; and lack of competition for standard textbooks. The Textbook Boards of the country are busy with books for primary and secondary schools, and there is no organization to look after the production of textbooks for teacher education. Further, there is no liaison between the agencies of curriculum development and the Textbook Boards. It is emphasized that proper investment in the area of textbook production would prove very helpful in initiating healthy and constructive changes in the teacher training program.

101. HAQ, M. N. Evaluation of Curricula of Primary Training Institutions --- Pakistan Educational Review (Islamabad) Issue No.9: 53-61. January 1972.

The article gives the historical background of teacher education in East Pakistan. At the time of independence we inherited a number of sub-standard primary training institutions. In 1951 the first attempt was made to upgrade Primary Teacher Training by the establishment of three Primary Training Institutes. The course contents of these Institutes is briefly reviewed along with the course contents of the revised curricula. Separate mention is made of the training of teachers for lower grades of secondary schools. Previously, normal schools had been providing training facilities for these teachers. Now the Junior Training Colleges have taken up this work.

A review of the existing programs for primary Training Institutes and the Junior Training Colleges is presented with suggestions for the improvement of teacher education.

102. HAQUE, Mazharul. Role of Research in the Improvement of Teacher Education Program in Pakistan --- Pakistan Educational Review (Islamabad) Issue No. 9: 88-100. January 1972.

Research, in its true sense, has never played .its direct role in the improvement of teacher education even in the most developed countries. Borrowing from the methodology and techniques of scientific research, educational research workers have started probing deep into the teaching-learning process only in recent times. But so far no substantial effort has been made anywhere in the world to test the teacher education practices in order to establish their validity and relevance to the existing social conditions.

The history of teacher education is not long. As far Pakistan, it inherited the system of teacher training along with the system of education introduced in the subcontinent by the foreign rulers. The program of teacher training prevailing in this country at the time of independence had little relevance to the actual needs and aspirations of the people. No attempt was made to identify the needs of the society and gear up teacher training to satisfy them. There is a discussion of modern developments in the field of education and the contributions of research for the improvement of teacher education program with special reference to Pakistan.

103. KHAN, Mohammad Wasiullah. Curriculum Development and Textbook Production in Teacher Education --- Pakistan Educational Review (Islamabad) Issue No. 9: 62-68. January 1972.

The academic and professional preparation of our teachers is far from adequate. The teachers are neither well grounded in the subject of their specialization, nor do they have any knowledge of modern researches in education methodology. By international standards, the teaching staff of our teacher education institutions is generally of a low caliber, and the curricula and syllabi are mostly outmoded, unscientific and ineffective. No system of education can rise above the teachers who serve it, and its quality ultimately depends on the quality and efforts of the teachers.

The purpose of a teacher preparation program should be to develop in each student his general education and personal culture and his ability to teach and educate others. Fundamentally, a teacher preparation program should include:a) general studies; b) study of the main elements of philosophy, psychology, sociology as applied to education, the theory and history of education and of comparative education, experimental pedagogy, school administration, and methods of teaching the various subjects; c) studies related to the student's intended field of teaching; and d) practice in teaching and in conducting extra-curricular activities under the guidance of fully qualified teachers.

The problems of curriculum development and textbook production for teacher education program are discussed.

104. MAJOR Recommendations of the Workshop --- Pakistan Educational Review (Islamabad) Issue No. 9: 101-111. January 1972.

These are the recommendations made by the workshop on "Curriculum Development in Teacher Education." The outline, philosophy, and objectives of teacher education are spelled out. The emphasis is on the basic principles of the Islamic way of life, such as the dgnity of man, tolerance, universal brotherhood, and development of balanced and integrated personality.

The curriculum and instructional technology for the teacher education is discussed under the headings: 1) humanities and social science; 2) mathematics and science; 3) progress of Primary Training Institutes and Junior Training Colleges; and 4) instructional technology and textbooks. Strategy and plans for the development of teacher education are also discussed briefly. Emphasis is laid on educational research, and proposals have been put forward for future workshop and professional associations to improve teacher education in the country.

105. MAJUMDAR, A.B.M. Ahsanullah. System of Teacher Education in East Pakistan --- Pakistan Educational Review (Islamabad) Issue No.8: 119-123. October, 1971.

Teachers play a very important role in the realization of national ideals and the maintenance of a nation's integrity and solidarity. The role of teacher is pivotal in raising

the standard of education. The quality of education depends upon the personal attributes, professional competence, attitudes, insight, and leadership of the teacher.

The existing setup of teacher education in East Pakistan consists of three types of institutions: 1) Primary training institutes; 2) junior training colleges; and 3) teachers training colleges. The candidates are mostly of lowest caliber, some taking up teaching as they have nothing else to do and others ready to forsake this profession at the first opportunity of a better job. Those who settle permanantly, do so only because they have failed to get into other professions. Moreover, the curriculum of teacher education is not satisfactory. A number of suggestions have been put forward for the improvement of teacher education.

106. NOOR, Sahibzada Raziq. Philosophy and Objectives of Teacher Education in the Light of Changing Educational Needs --- Pakistan Educational Review (Islamabad) Issue No. 9: 12-15. January 1972.

Teaching is an art, which, with the advancement of science, has attained the status of a highly technical profession. It has at last been realized that the teacher plays a pivotal role in nation-building. Teachers are expected to guide and stimulate healthy growth in children. Little room is now left for the traditional methods of teaching. Hence urgent need for full attention in the field of teacher education.

Before discussing the philosophy and objectives of teacher education in Pakistan, reference is made to the principles on which a modern and ideological state like Pakistan was created. We require an educational system with the following characteristicts: 1) It is to be based on Islam. 2) It should have unity in diversity. 3) It should cater to the economic, cultural, social and psychological needs of our country. 4) It should have its own identity and should not be a mere adaptation of the educational system of any other country.

With these aims in view, we have to determine the objectives of teacher education in Pakistan.

107. SADHAL, Mehr Rahim Bakhsh. Teacher Education --- Ta'aleem-o-Tehqiq (Lahore) 1(4): 47-49. 1969.

Education is a nation-building activity. The most distressing feature of our education is that it is entrusted to low-qualified personnel, especially at the primary stages. The introduction of a host of subjects in the curriculum requires truly competent teachers. A matriculate with an year's training cannot be expected to grasp the whole complex of the various adjuncts of the curriculum.

The remedy is the raising of educational standard of teachers and of their remuneration. The basic academic qualifications and the training period should be increased. After the lapse of every five years a teacher must necessarily be asked to refresh his professional know-how through an inservice training program. At the end there is a brief discussion of the role of teachers' organization in improving the general lot of teachers through cooperative efforts.

108. SALIM, M. Some Issues and Problems Relating to Curriculum Development in Education as Subject in General College-A Working Paper --- Pakistan Educational Review (Islamabad) Issue No. 9: 85-87. January 1972.

One of the major problems of teacher education in Pakistan has been the dearth of adequately qualified and trained teachers at all levels of education. It is estimated that during the Fourth Five Year Plan 128,000 additional teachers are to be trained, and 150,000 teachers are to be given some kind of inservice training.

In the New Education Policy due note has been taken of these problems, and some alternative approaches to increase the output of trained teachers have been adopted. In pursuance of this policy the Government is planning to introduce education as a subject in selected degree colleges during the Fourth Five Year Plan.

The writer has tried to focus the issues and problems of teacher education in colleges in the form of thirteen questions. The answers to these questions will serve as the guidelines for working out the details of the curriculam of teacher education in colleges.

109. SELIM, M. Welcome Address at the Ntional Seminar on Curriculum Development in Teacher Education --- Pakistan Educational Review (Islamabad) Issue No. 9: 9-11. January 1972.

The quality of education is closely related to the quality of the teacher. The preparation of the teacher in our country leaves much to be desired. It is well known that the percentage of trained and qualified teachers both at the primary and secondary levels in Pakistan is very low. This situation is particularly alarming in East Pakistan.

It is estimated that during the Fourth Five Year Plan period 128,000 additional teachers will have to be trained, and 150,000 more are to be given some kind of inservice training. But the existing facilities for this work are absolutely inadequate for the propose. What is needed is a massive expansion of teacher training program in quantitative terms in the comming years. The qualitative aspect of our teacher training program would also be closely examined. The need for diversification and modernization of teacher training program has become urgent.

110. SHAH, Rashid Ahmed. Evaluation of Science and Mathematics Curriculum of Teacher Education Program --- Pakistan Educational Review (Islamabad) Issue No.9 : 22-35. January 1972.

It has been rightly said that the quality of primary and secondary education depends upon the quality of teachers. It has also been recognized that the quality of instruction in science and mathematics at the secondary level has deteriorated. This deterioration can be checked by producing teachers of science and mathematics who not only possess the expertise in the subject matter, but also have been properly trained in the theory and methodology of teaching.

There is a discussion of the objectives, curricular contents, and methods of instruction under the teacher training program in science and mathematics. In conclusion, there are proposals for the introduction of new methods and techniques into the program of teacher training institutions. The subject is discussed with the help of charts, graphs, and figures.

111. SHAREUDDIN, A.M. Facilities and Programs for In-Service Education of Teachers --- Pakistan Educational Review (Islamabad) Issue No.3 : 80-88. October 1971.

One of the significant recent developments in our education policy is the importance attached to the in-service education of teachers. There are at least four major considerations in support of in-service education, namely: 1) rapid advancement in knowledge and skills make the present knowledge out-of-date; 2) the traditional board education has a tendency to blunt the professional sharpness of even highly qualified teachers; 3) new problems crop up during teaching which require solution; and 4) the bulk of teaching staff is without adequate professional qualifications.

The Education Extention Centers in Dacca and Lahore have been the chief institutional agencies for the organization of in-service education for teachers in the country. The setup of these institutions and various programs of in-service training are detailed. As with the entire field of teacher education in Pakistan, the in-service education for teachers is beset with many problems. Some major problems are discussed here.

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